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USAWC MILITARY STUDIES PROGRAM PAPER

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ORAL HISTORY INTERVIEW HANDBOOK

SENIOR OFFICER ORAL HISTORY PROGRAM QUESTION ANNEX

An Individual Study Project  
Intended for Publication

by

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U.S. Army War College  
Carlisle Barracks, Pennsylvania 17013  
30 March 1989

## ABSTRACT

AUTHOR: Connie A. Brown, LTC, EN

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The Senior Officer Oral History Program (SOOHP), a part of the U S Army Military History Institute's (MHI) effort to collect significant portions of recent (20th Century) military history from the people who lived it. Several other MHI programs, including Division/Corps Commanders' Lessons Learned and Vietnam era Company Commanders' Lessons Learned, use predetermined question sets to gather information in a standard format. That greatly simplifies the process for the student interviewer. The commanders' lessons learned tend to contain many similarities and cover a very short portion of an officer's career (focused on a specific job). The SOOHP is essentially the story of a great soldier's life (primarily focused on his military experiences). However, unlike the others, SOOHP participants (USAWC students) have been required to develop a completely new question set each time an oral history is done. This paper presents a baseline set of questions for use in the SOOHP. It discusses tailoring of that set to capture the unique aspects of the subject's life. Additionally, it compares the baseline set with the tailored set of questions utilized in an actual SOOHP interview.

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## INTRODUCTION

FORWARD: "The purpose of the Military History Program is not to predict the future, but rather to gain fresh insights into the present so that we might make clearer judgements on programs and strategies designed for the future."<sup>1</sup>

Military history is a multifaceted discipline with numerous methodologies one of which is oral history. The oral historian interviews a subject concerning his/her life and exploits in order to gather substantive information. That information is collected on one or more mediums, written notes, audio tapes, and/or video tapes. The interviewer later catalogs and formats that information for his (hereafter refers to his/her or him/her) specific purpose(s).

One of the oral history disciplines used by the U.S. Army Military History Institute is the Senior Officer Oral History Program (SOOHP) (Lieutenant General and above) of which there are two parts:

"The Autobiographical Project"...A chronology of the interviewee's life....used to elicit the details of his career, concepts, motivations, and observations."

"The Topical Project" deals with a single theme or group of related themes."<sup>2</sup>

## PURPOSE

The purpose of this paper is to focus on one portion of the autobiographical senior officer interview process, the development of an effective set of questions. It seeks to develop a format that covers the entire life of the subject and keys on highlights. Additionally, it offers a student officer a

time saving alternative to that part of his groundwork which must be done, but has little educational value. That is the physical collection of the available papers, publications, speeches, etc., about the subject officer. It would be referred to as the Get Smart Package (GSP). There is no definite set of questions for the SOOHP autobiographical interview and the reason is obvious. Each is the individual story of the life of a man, addressing his adolescence, military career, and other significant events. A specific set of questions would limit the scope of discussion and stifle deviations--deviations which could reveal incisive portions of the man's story.

#### SCOPE

Viewed as a modular process, the SOOHP should consist of four phases:

- a. The Research Phase - During this first phase the interview subject is selected and approved; his background is researched, studied, and cataloged; and a list of questions is developed and approved. Initial contact with the interviewee (subject) takes place in this phase.
- b. The Interview Phase - During this phase the interviewer continues contact with the subject as appropriate and works on trust building up until the actual interviews begin, provides a read ahead package, and conducts interviews.
- c. The Edit Phase - In this phase transcripts are prepared by the MHI staff and edited by the student interviewer. Transcripts are mailed to subjects for review/edit and returned, along with release instructions.
- d. The Closure Phase - This is the final phase. Here any conflicts on content are resolved, and the final product is produced.

However the interviewer needs a plan, a plan he can share with the interviewee in some form of read ahead (discussed later). That plan should include a set of questions which serve as a baseline for the interviews.

The development and use of an effective question set in the senior officer interview is the stated focus of this paper. As such, it concentrates on the Research and Interview Phases only, keying on gathering all pertinent information from the subject.

It is evident the Senior Officer Oral History is a detailed and time intensive project. There is a lot more involved than just interviews. In fact, the actual interviews are the shortest part of the process. Actually, the Research Phase, if properly conducted, will normally consume significantly more time than the other parts of the process.

Webster's Ninth New Collegiate Dictionary defines research as "...careful or diligent search...studious inquiry or examination...the collecting of information about a particular subject...."3. In The Modern Researcher, authors Barzun and Graff list the indispensable virtues of the historical researcher. The first is ACCURACY of the factual information. The next is the LOVE OF ORDER-- that is the development of a consistent process, The next is a practical application of LOGIC to save time and avoid inconsistencies and mistakes. The next is HONESTY. Only complete candor will lead to the discovery of the real past. The next is SELF AWARENESS, which serves to lessen the researcher's personal biases. The final virtue is the

IMAGINATION the researcher needs to envision the kind of source he would like to have before he goes looking for it.<sup>4</sup>

Armed with the above definition and mind set, the SOOHP researcher should review the annual list of SOOHP interview candidates provided in the Military Studies Program pamphlet and choose a subject, or seek approval from the Director of the Oral History Program to choose a qualifying former general officer not listed. Once the choice of subject is made and approved by the Director, the Military History Institute general officer files serve as the genesis for the research effort into the subject's background. Other sources are publications about him, articles he has published, speeches he has made, Congressional testimony, and additional leads which develop.

The interviewer needs to do his homework here to learn as much as possible about what made this man so special and his contributions so great that he rose to the pinnacle of the corporate leadership of the Army and/or entire military establishment. That thorough knowledge will be a key factor in the development of a trust relationship for the interview process. It will demonstrate sincerity and an appreciation for his contributions to the subject.

The questions should be a mix of the generic and of those specific to the subject's life and career pattern. They must be tailored to his (the subject's) experiences as gleaned from the research. Below is a typical, but not necessarily complete, sequential set of questions that covers the various phases of the average officer's life:



## **SAMPLE QUESTIONNAIRE**

### **a. Childhood and Education**

- (1) Family and friends
- (2) Secondary and college education
- (3) Influences toward a military career
- (4) Unique factors

### **b. Early Career Development**

- (1) First assignment
- (2) Company grade jobs and promotions
- (3) First combat experience, if applicable
- (4) Marriage, if applicable, and family
- (5) Work environment

### **c. Field Grade Development**

- (1) Assignments and locations of service
- (2) Command experience
- (3) Interesting personalities of superiors, contemporaries and subordinates
- (4) Military education

### **d. General Officer Service**

- (1) How did he get selected
- (2) Assignments and roles
- (3) Concerns or comments at the corporate level
- (4) Command experiences
- (5) Promotions - Why? Thoughts and concerns
- (6) Political influences
- (7) Jointness

### **e. Four Star Service**

- (1) Why was he chosen for four stars
- (2) Assignments, span of control, chain of command, relations with allies and enemies
- (3) Unique experiences
- (4) Key contributions to the Army/nation
- (5) Jointness
- (6) Things he didn't get done
- (7) Political influences
- (8) Reason for career termination

#### f. Post Military Life

- (1) What's he doing now
- (2) Family update
- (3) Plans for the future
- (4) Items of additional interest
- (5) Papers, documents, photos to be included in transcript

NOTE: An actual question set is at Appendix A.

These questions serve only as a starting point to focus the interview. An open exchange will cause the interview to expand laterally into important areas which were not indicated in the research, but which are integral to the story. Additionally, inaccuracies or inconsistencies (from the interviewee's viewpoint) in documents or records may surface during the interview, causing revisions, deletions, additions, and/or corrections.

By design, the sample questionnaire is very generic. However, it covers most of the events that occur in each phase of a four star general officer's life and career. Of course some elements, particularly those unique aspects and/or personal idiosyncracies of his life will not fall neatly into such a template. The research process will surface these issues. The question set at Appendix A was used to interview General Dwight Beach, a former Commander-In-Chief (CINC) in Korea. There are several variations from the sample question set which illustrate

some of the differences mentioned above. I will use the above sample questionnaire as a baseline:

a. Childhood and Education - This area is relatively standard for all subjects. True, some come from military families and others, like General Beach, come from the family farm, or the big city; but, there is no significant variation in the background experiences in this area. We all grew up and went to schools during these years.

b. Early Career Development - Most of the officers currently eligible for the SOOHP were junior officers, or even enlisted men during World War II (WWII) and/or the Korean conflict. That single factor should be expected to cause wide variations in this area until the program moves beyond that population. Many of these officers went straight from initial training into specialized (geographically specific) combat training or, sometimes, directly into combat. Questions in this section will be tailored to reflect that factor. In the case of General Beach, he went quickly into the WWII Pack Artillery with mules as beasts of burden. He served, not in Europe, but in the Caribbean and the Pacific theaters. Additionally, because of the demands of war, he, like many others of that era, overlapped Early Development and Field Grade Development while in combat or related activities.

c. Field Grade Development - This is a major expansion period for the average officer, the period where he begins to move into the Army's corporate leadership. He moves from student to teacher. He takes command of battalions and brigades. As the result of moves into branch unique assignments in diverse areas like logistics, engineering, and communications, or branch immaterial jobs at major headquarters, major career pattern departures are the norm at this level of service. In the case of General Beach, he moved into academics and Research and Development for the first time at this level.

d. General Officer Service - The small general officer corps, combined with the major responsibilities and decision making authority assigned to each of them, demands a completely tailored approach to questions for this phase of the officer's career. Yet, the major topics listed in the sample questionnaire are still relevant issues for this phase of the interview. All of these officers have some factor, or set of factors, about their personalities and experiences which cause(s) them to be chosen above so many others. Because of their important roles, just about all of them will get new perspectives on the Army, Jointness, and politics that will force value reassessments on their parts. A combination of opportunities, performances, and luck will

lead to one officer's promotion above his contemporaries in a much more profound manner than before. Again, facts gleaned during research will bring this into focus. The tailored questions concentrate on those factors mentioned above.

e. Four Star Service - This level of service, unlike any other, is unique. Among the dozen or so officers serving at this level there is only one of each in terms of positions they hold. At lower levels there are companies, battalions, corps, G-3s, J-2s, etc., in multiple units and theaters. However, there is only one CINC per theater, one TRADOC Commander, and one Chief-of-Staff of the Army (CSA). Questions written for this level of service must focus on that fact. Yet they must cover all aspects of the job. They should highlight the unique elements, but capture the many commonalities of leadership at the strategic level of the operational art of war. Some of these men operate outside their services or of the Department of Defense. Some of them are primarily focused on coalitions with other countries and governments. For example, General Beach commanded soldiers from nine nations as Commander-in-Chief, United Nations Command (CINCUNC). Others stood astride similar coalitions in different regions of the world.

f. Post Military Life - Much the same as the Childhood and Education phase, experiences tend to be relatively similar in this subject area. After their service, these men either retain their military/government affiliation or they don't. They are either active or they are not. These are really minor variances; however, they structure the question set accordingly. In General Beach's case, he totally divorced himself from the military upon retirement. He went home to take care of his farm and ride his horse. In the case of a General Lyman Lemnitzer or General William DePuy, the opposite was true. They each stayed closely affiliated with the military and the government throughout their respective lives.

With regard to the timetable of the Army War College year and the window of opportunity to complete the Oral History project, initial interviewer/interviewee contact should be made during the Research Phase, probably near the end when the interviewer knows the subject and has a good idea how he is going to get the job done. Also, the subject will have accepted the invitation to participate extended to him by letter from the Commandant, U.S. Army War College (USAWC) to participate in the SOOHP. While this might appear a diversion from the question writing theme of this thesis, it is not. There may be new issues

surfaced during the initial contact that have not been addressed in the prepared set of questions. The opportunity to provide a read-ahead review of questions can be explored, thereby diverting dead-end lines of questioning.

That initial contact should be a short telephone call at a considerate time of day or a letter of introduction. The interviewer should keep in mind that first impressions are generally lasting ones. The subject, as in the case of General Beach, can be expected to ask numerous questions about the program and process. He will probably be concerned about the dissemination of his personal thoughts and ideas once the oral history is published. He will normally respect the statements, comments, and opinions of a fellow commissioned officer. That means the initial contact is really the beginning of the trust building process that is essential to an open and candid interview. It is the first step of the actual interview process.

The Army War College curriculum is ever changing, while competing subjects and blocks of instruction vie for space in a fixed length school year. Can the SOOHP expect to retain the time allocation luxury it now enjoys for an indefinite period of time? This essay assumes that will not happen.

The desired objectives are:

- Interview all retired lieutenant generals and above;
- Examine command and management techniques;
- Supplement the written record;
- Provide a repository of oral history materials;

- Deepen the USAWC student's understanding of historical events.5

Given the stated program objectives it appears the first place to save time would be in the Research Phase--specifically, in the generation of source materials. The obvious trade-off would be a decrease in the required student effort in the libraries and other research facilities. However, elimination of that one element would save many student hours. The student would receive a sort of Get Smart Package (GSP), which would contain the great majority of the available documentation on the subject senior officer. In other words, the GSP would be merely a catalogued and organized collection of that officer's papers. The student would still have to develop the contents of the GSP into a useful and logically arranged research package. He would then use it as the foundation for his Interview Plan and question set.

Under that plan, the student would not be relieved of the analytical development of a concept into a final product--e.g., the completed Senior Officer Oral History. Therefore, the research objective of the Military Studies Project (MSP) requirement of the USAWC Curriculum would be fulfilled, but in a lot fewer hours on the part of the individual student.

What should be the contents of the Get Smart Package?

As stated earlier, the Get Smart Package would be a key instrument for reduction of the USAWC Student contact hours



necessary to satisfy the objectives of the SOOHP. That package would consist of the following as a minimum:

- (1) Contents of the existing personal folder in the general officer files in the basement of the MHI. (These files need to be better organized.)
- (2) A list of existing references concerning the subject officer at the MHI, USAWC, Carlisle Barracks, and Dickinson College libraries, including topic and page numbers. (If desired, photocopies could be included.)
- (3) Any donated materials from foundations, personal libraries, or private collections.
- (4) Other related documents and materials.

The GSP would normally be prepared only on subject retired general officers chosen for the current academic year. The GSPs could be prepared by the SOOHP utilizing one or more of several labor sources. The first source would be a regular MHI staff member working on the GSP as a normal part of his job, regenerating the existing general officer files. The product would be a complete set of Get Smart Packages. The second labor source would be the collegiate Research Assistant, a history major, such as the two who were in residence at the MHI this year. Their timetable would directly coincide with the desired research period and allow for a timely handoff to enrolled student officers. A third option would be for the MHI to negotiate some sort of cooperative education agreement with one or more of the universities in the region. Such a plan would utilize some of their liberal arts or social sciences students for the project. Part of that negotiation would be how to compensate those students, either in terms of course credit, salary, or some combination of credits.

The last and least desirable method would be to utilize a student or a couple of students. This approach would require extremely early commitment on their part, in order to meet the MSP timetable for the remaining student participants. Also, the experience would offer little tangible reward for the researcher(s) preparing the Get Smart Packages in comparison to other Senior Officer Oral History Program participants. However, it would get the job done.

The Senior Officer Oral History Program should continue to serve as an interactive choice for the Army War College Student who likes working with people and enjoys learning military history first hand. There are opportunities for streamlining the process; however, the program remains a challenging experience that pays rewards to both the student and the Army.

## END NOTES

1. The U.S. Army War College, MILITARY HISTORY PROGRAM. Carlisle, Barracks: U.S. Army War College, undated, p. 1.
2. U.S. Army Military History Institute, INTERVIEWER HANDBOOK. Carlisle, Barracks: U.S. Army Military History Institute, July 1987, p. 1.
3. Webster's Ninth New Collegiate Dictionary. Springfield, Massachusetts: Merriam Webster Inc., 1986, p. 1002.
4. Barzun, Jacques, and Graff, Henry F. The Modern Researcher. San Diego: Harcourt Brace Jancovich, 1985, pp. 55-59.
5. MILITARY HISTORY PROGRAM, pp. 1-2.

## APPENDIX A

### SAMPLE INTERVIEW QUESTIONS

#### A. Childhood and Education (1908-1932).

1. Lets begin the interview with a review of your childhood, including family life, hobbies and interests, and secondary education. Would you discuss them please?

2. Was there anything in your homelife that inspired you to serve in the Army?

3. Did you have any childhood friends or associates with whom you later served, either at the Academy or while an officer?

4. Lets move on to your college education. Your Biography states that you attended the University of Michigan for two years before transferring to the Military Academy. What were your motivations for those choices?

5. How would you describe your West Point Experience?

6. Were you a standout Cadet in any way, e.g.; sports, academics, or other student activities?

7. What outstanding highlights or glaring lowlights do you remember about your time at the Academy?

8. Do any particularly interesting classmates come to mind?

9. Perhaps this is a redundant question but, did any of your classmates really surprise you as officers in comparison to your assessment of them as Cadets?

10. Are there any other interesting issues concerning your formative years you think we should include?

#### B. Early Career Development (1932-1941).

11. You served eight years as a lieutenant and only two years as a captain. I suppose the start of US involvement in WW II had something to do with your quick jump to major? Lets review that time beginning with your first assignments as a (\*) Student Flying Officer and then as a battery commander in the horse drawn artillery?

12. For whom were you Aide-de-Camp?

13. What did you see as the differences between the horse drawn artillery and the mule pack artillery battalion where you were executive officer, besides the obvious difference that a horse is not a mule and vice versa?

14. You also got married early on in your time as a lieutenant, September 1933 I believe. How did that come about? Were you long time sweethearts? How did you meet?

C. Field Grade Development 1941-1953).

15. According to your Bio it looks like your World War II service began in an organization called the Caribbean Defense Command where you served for about a year as an Assistant G-4 and Assistant G-3 prior to deployment to your first tour in the Pacific. Where was the Caribbean Defense Command located and what were your duties there?

16. What brought about your transfer from there to the 57th Infantry Division?

17. As a young lieutenant colonel you took command of the 167th Field Artillery Battalion in the 57th Infantry Division in February 1943. Lets talk about your experiences during more than two years in command of that battalion. Where did the battalion serve and what were its missions?

a. How was the 167th organized? What was your role in its organization?

b. I know you were in combat, but; did you have any specific training objectives?

c. What was your philosophy of command?

18. Are there any important issues or relationships with other organizations or leaders concerning your battalion command to discuss here?

19. Your next assignments were as Division Artillery Executive Officer and then Commander, in the 34th Infantry Division, Far East Command, from June 1945 until March 1946. Had the war already ended in your area when you relinquished command or did you serve some of your time in the 24th in combat too?

20. I'm confused about your rank during this period. According to your Bio, your Temporary (AUS) service as a lieutenant colonel and as a colonel each showed two effective dates. How did this happen?

21. Are there additional issues or personalities related to your WW II experience we should discuss here?

22. Upon your return to the States in 1946 you served as an Instructor at the Engineer School. That was quite a change of pace from combat in the Pacific wasn't it?

23. After completing the Command and General Staff Officers' course at Leavenworth you returned to the Academy, first as a Tactical Officer and then as a Regimental Commander. What comes to mind when you think about your homecoming to West Point on the other side of the fence?

24. Were there any Cadets in your class that you remember with particular ease because of either their exploits at the Academy or later in their careers, whether they be good or not so good recollections?

25. After the Academy you attended the Armed Forces Staff College in Norfolk, I am also a Staff College Alumnus. However, my attendance was in lieu of attending C&GSC at Leavenworth. My research tells me that attendance at both schools was somewhat of a custom for up and coming officers in your era. What do you think were the advantages or disadvantages to attending both schools as you did?

26. You went back to Leavenworth in February 1949, where you served as an Instructor at the C&GSC followed by attendance at the Army War College, which was located there at the time.

I'd like you to discuss those assignments and then we'll move to your role in the transfer of the War College to Carlisle Barracks.

27. You became an Instructor at the Army War College in May 1951, in conjunction with the move of the College to Carlisle Barracks, Pennsylvania. What were the circumstances surrounding your being chosen as an Instructor and what was your role in the move?

a. What did you teach?

b. What do you recall about the makeup of the curriculum?

28. Prior to your promotion to Brigadier General and assignment as Division Artillery Commander of the 13th Airborne Division you attended the Airborne course at Ft Benning. At the age of 44 was that a good experience, or just a memorable one?

29. You served less than a year in the 13th Division at Ft Stilwell before going to Korea for your second Pacific Theater assignment. What was the reason for that short tour?

D. General Officer Service (1953- )

30. In December 1953 you assumed command of Divarty, 37th Infantry Division and took command of the division several months later. Why the rapid movement?

a. What was the relationship between the Active Duty and National Guard officers?

b. Were there command and control problems?

31. What type of infantry division was the 37th and what were its missions?

32 What was your chain of command?

33. What was your relationship with the South Korean forces?

34. What was your relationship, if any, with other United Nations forces?

35. Where was your division stationed and what was its area of operations (if not covered above in statement of the mission)?

36. What was the division's relationship with the local population? The South Korean Government?

37. What were your training objectives?

38. Did you have any unique policies or command philosophy ideas?

39. Are there any issues or relationships concerning your command of the 37th you would like to bring out here?

40. After a short stint as the Eighth Army Artillery officer you served as the Deputy Chief of Staff, Plans and Combat Operations and then Chief of Staff, Eighth Army during 1954-55, probably the two most critical two star positions in the command. These were very interesting and, I'm sure, transitional times in the young Republic of Korea. What was it like to hold those jobs at that time?

41. Who were the key personalities you dealt with at that time and what were the highlights, or lowlights, of your relationships?

42. Does anything else come to mind we should discuss before moving on to your return to the States in 1955 and Ft Bliss, Texas?

43. At Ft Bliss you first served as Director, Special Weapons Development, CONARC. We're finally getting to a term I've seen in my young military career (CONARC). What did your agency do for a living and what did it accomplish during your term as director?

44. Was your follow-on assignment as Director of Guided Missiles a continuation of your Special Weapons work, or did it cover a different area of research?

45. Was Research and Development an assignment you sought? How did you feel about moving into the Research and Development arena?



46. In Fall of 1959 you took command of the 42nd Airborne Division at Ft Flagg, North Carolina. Very few officers have the privilege to command twice at the same level, especially at division command. What were your thoughts when you assumed command of the 42nd?

47. During your time in command the division was called upon to perform some important missions. What were some of the most important ones in your opinion and what were your significant accomplishments in that command?

48. Because of its high state of readiness, the 42nd has traditionally been one of the first to be called in a crisis. In that light, how often did political restrictions or other roadblocks hamper the performance of your mission or the execution of your military objectives?

49. What other factors or personalities were significant during that time? What was your chain of command? Was that a problem?

50. In 1961 you moved back into the R & D environment as the Deputy Chief of Research and Development for the Army, followed by service as the Chief of R & D. What would you say were your significant achievements during that service?

51. How did the Army advance technologically?

52. What constraints did you face as Chief of R & D? Did anything stop you?

53. What was your relationship with commanders in the field? With the training and doctrine community? With the Army Staff?

54. Is there anything you didn't get done? Any system you wanted to get to the field but didn't?

55. Your next assignment, Commanding General, US Army Combat Development Command, Ft Belvoir, Virginia, put you in the driver's seat for looking into the future of the Army. I guess the same questions are appropriate, beginning with your significant achievements?

56. How was the Army made better while you were commander?

57. What were your constraints?

58. What was your relationship with the field?

59. What was your relationship with the Chief of Research and development?

E. Four Star Service(1965-1966).

60. In July of 1965 you returned to Korea in what must have been a feeling of euphoria. You assumed command of the Eighth Army, US Forces Korea, and the United Nations Command. You had arrived at the Strategic level of command as a CINC. What were your feelings when you took command?

61. What were the changes you noted from your previous tour?

62. What were your missions as Commander Eighth Army? As US Forces Commander? As CINCUNC?

63. What were your chains of command?

64. How well was your guidance defined for you?

65. What were your significant accomplishments?

66. What do you wish you could have gotten done or done better?

67. What was your relationship with the South Korean government? The people?

68. What was your relationship with the US Ambassador?

69. How about with the Allied members of the UN command?

70. Did you have any interaction with the North Koreans or their allies?

71. Did you have a role in the U.S. buildup in Vietnam?

72. In your final assignment you took command of all Army forces in the Pacific. What were your responsibilities in that command? What were your missions?

73. What was your chain of command?

74. What was your relationship to commanders in Vietnam?

75. What was your relationship with CINCPAC?

76. With the commanders in Korea and Japan?

77. With the Pentagon?

**F. Post Military Life**

78. Are there any things you wish you could have accomplished during your career that you didn't get to do?

79. Were there any special missions, commissions, or panels on which you were a participant or the chairman that you would like to include in this Oral History?

80. Do you have any documents, speeches, or other papers you would like to include as part of this document?

81. Of your long list of medals and awards, are there any which are of particular importance to you?

82. Do you have a favorite military photograph we could include in this document?

83. What are the non military career things which have been important to you?

84. What have you done with your life since retirement from the Army?

85. You spent a considerable portion of your career in the Pacific and South Korea in particular. In that light, what do you think about the modern day Republic of Korea?

86. Is it time for the US to withdraw?

87. Is re-unification a realistic expectation today?

88. Sir, this is the final question. Are there any other issues we haven't discussed which you would like to include in your Oral History?